DOCUMENT RESUME

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IDENTIFIERS	*Walker Readiness Test

ABSTRACT

This instrument assesses readiness for school in preschool disadvantaged children. Two forms, A and B, are available and it is recommended that one be used as a diagnostic pretest and the other as a progress measure. The test is an individually administered, non-verbal, untimed, but paced instrument. The child responds to questions, given in English, French, or Spanish, as appropriate, by pointing to one of four pictures or figures. The instrument tests the child's ability to recognize similarities, differences, the cardinal number of a set, and missing parts. No special equipment or training is necessary to administer. The teacher records responses on a separate answer sheet which is hand scored using a stencil. A copy of the answer sheet and stencil are included. The mean, median, standard deviation, quartile ranks, and percentile ranks for the norming groups are given in 6 month intervals from age 4.0 to 6.5. In validity studies, the average correlation of Form A with 17 commonly-used, standardized readiness and IQ tests was found to be .48; Form B, .53. The correlation with Head Start and day care teachers' ranking of readiness for entering public school was .68 for Form A and .63 for Form B. Split-half reliability on Form A was .87 and on Form B, .89. Parallel form reliability correlations for several populations are available. Complete information on the development of the test and supporting data is available in ED 037 253. (DG)

ED 045736

FINAL REPORT
PROJECT NO. 9-F-017
GRANT NO. OEG-6-9-009017-0059 (010)

DEVELOPMENT OF A READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN IN THE UNITED STATES

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
FORM A

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DIRECTIONS FOR ADMINISTERING THE TEST

For best results, take the child to a room where you will have his undivided attention and explain that you are going to play a new game with him. To avoid distraction, use a blank sheet of paper to keep covered all of the items except the one you are showing the child. Be sure that he understands directions, but do not help him with the test items. An example is given for each sub-test; it should be used to determine whether or not the child understands what is expected of him. Do not deviate from the instructions. When the child indicates his choice of answers, encircle on his answer sheet the capital letter which corresponds to his choice. Scoring may be done later with the scoring stencil provided with the test.

PART I: LIKENESSES OR SIMILARITIES (Items 1-25)

Specific instructions are given at the beginning of the sub-test. The test administrator should point first to the picture on the left, then to those on the right while asking the child to indicate which one is just like the one on the left.

PART II: DIFFERENCES (Items 26-40)

This sub-test has three different parts. Each part has its own directions at the top of the page. The first part, items 26-30, deals with the concept of size. The child is expected to select the largest one of the four pictures presented. The second part, items 31-35, deals with differences. Three of the pictures in each item are alike; the child is directed to select the one which is not like the others. The third part, items 36-40, deals with a more difficult concept. In each item, three of the pictures belong together; the child is asked to select the one which does not belong with the others.

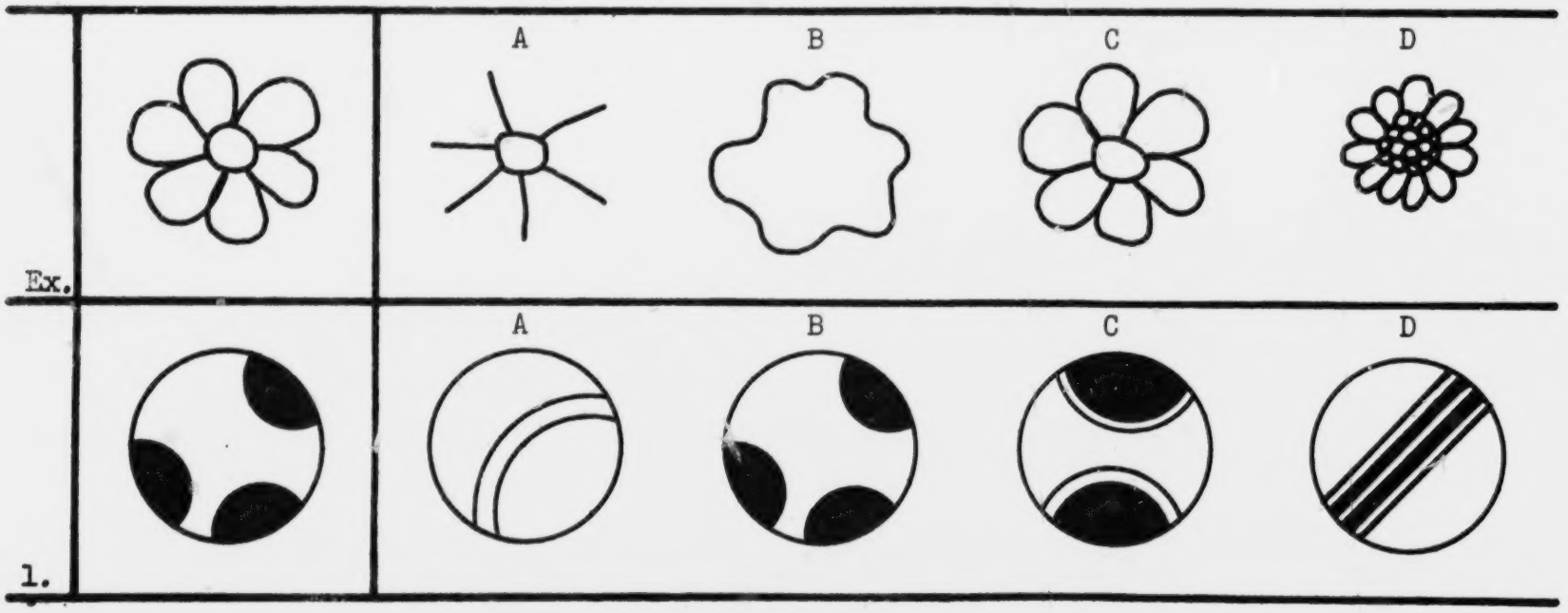
PART III: NUMERICAL ANALOGIES (Items 41-45)

This sub-test deals with number concepts. Arrangements of pictures are different, but for each item one alternative contains the same number of objects as the one on the left. Pointing to the picture on the left, the test administrator should ask the child to indicate the picture on the right which contains the same number of objects.

PART IV: MISSING PARTS (Items 46-50)

In this sub-test the child is expected to choose from four pictures the one which will make a complete object of the picture on the left. The test administrator should point to the incomplete object on the left and ask the child to indicate the one on the right which belongs to it.

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici qui est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."



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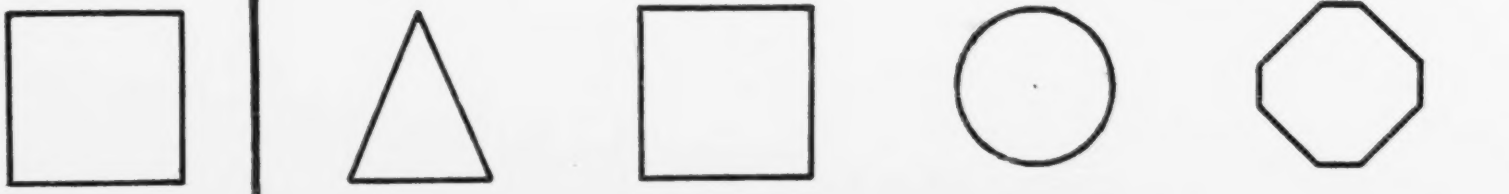

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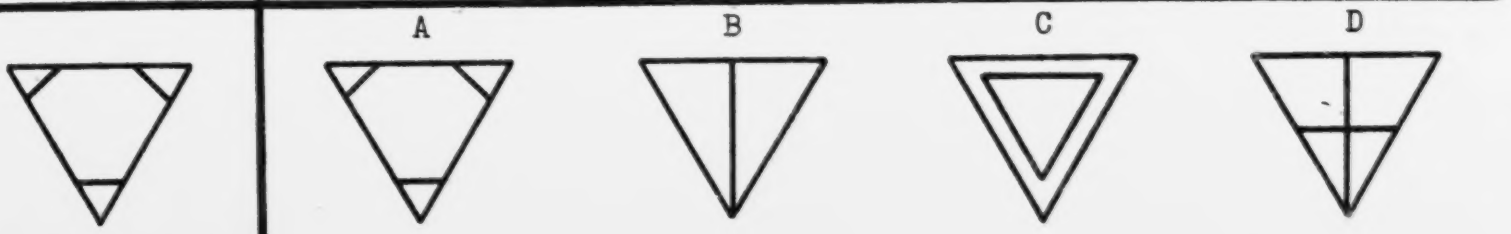

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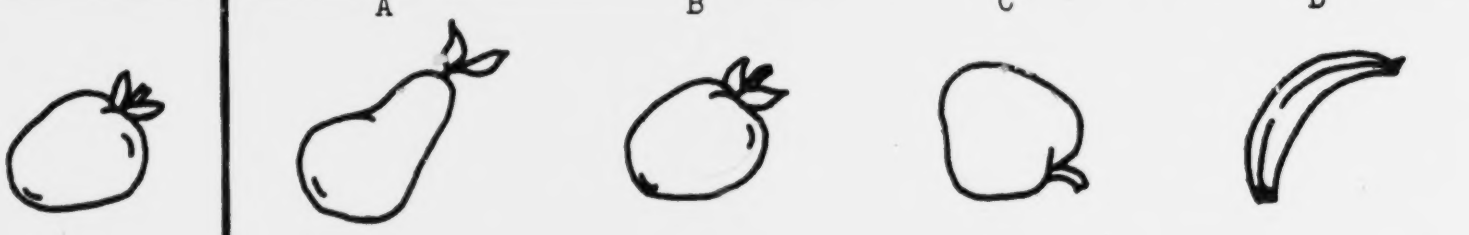

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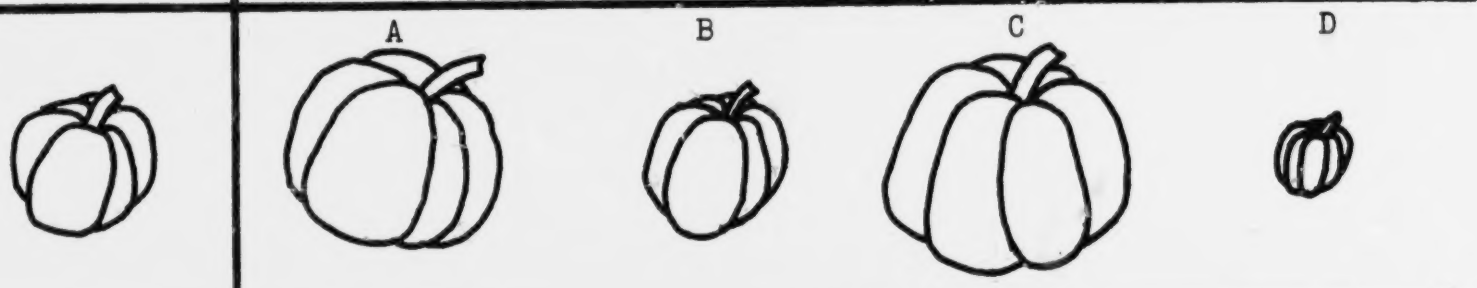

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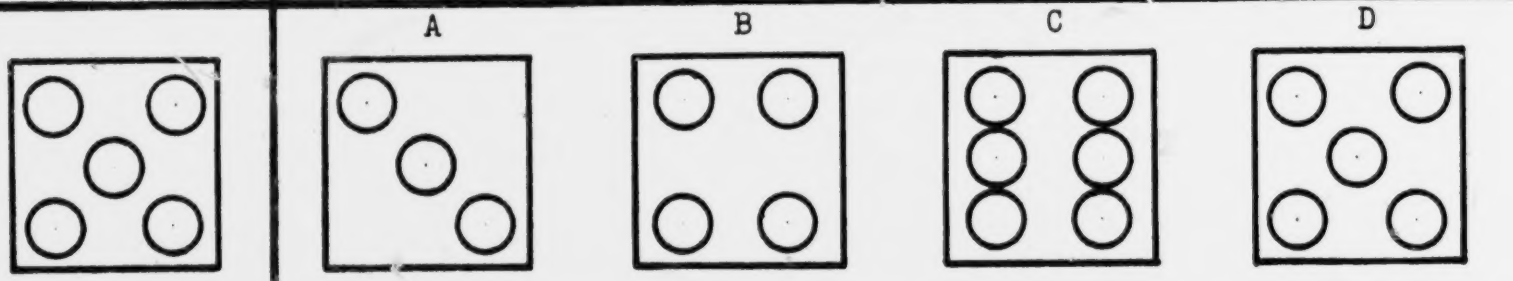

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		A	B	C	D
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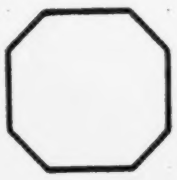
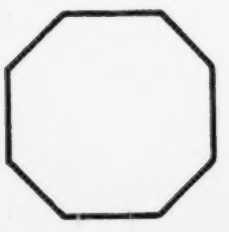
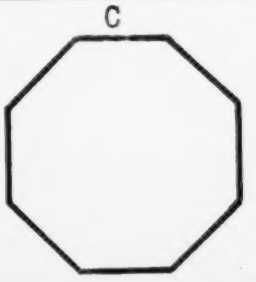
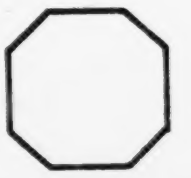
9.					
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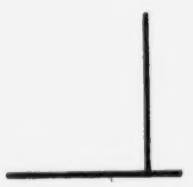
12.					
13.					

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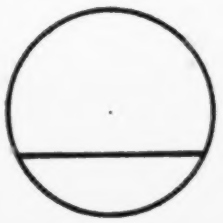
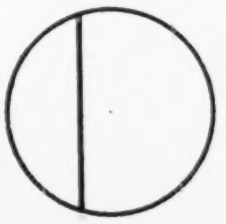
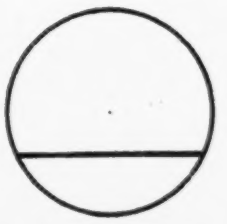
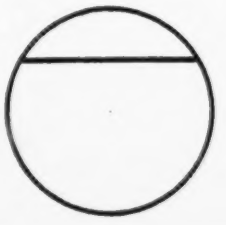
		A	B	C	D
14.					
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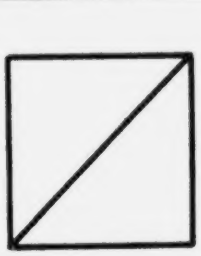
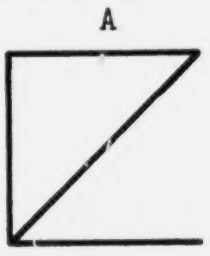
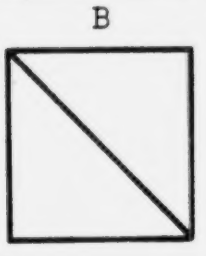
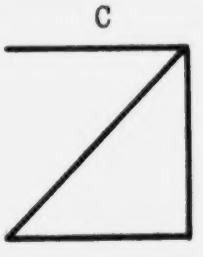
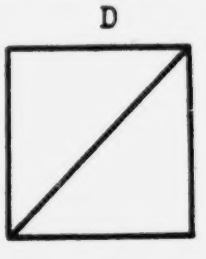
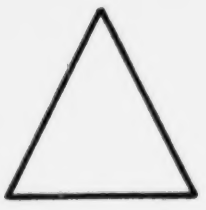
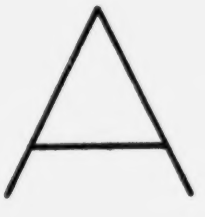
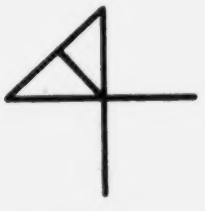
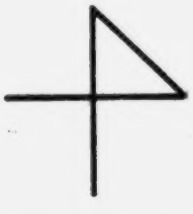
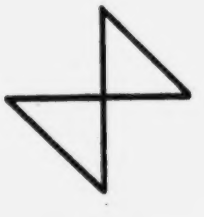
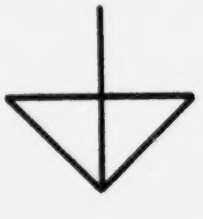
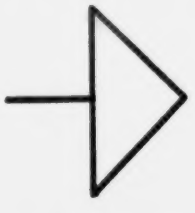
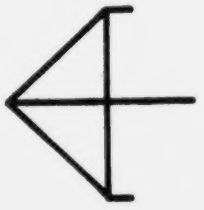
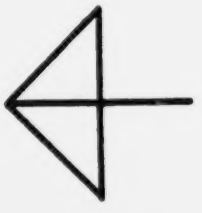
16.					
17.					
18.					
19.					

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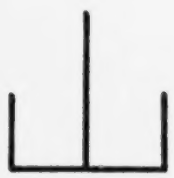
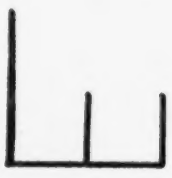
		A	B	C	D
20.					
21.	d	b	p	d	q
22.					
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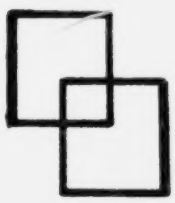
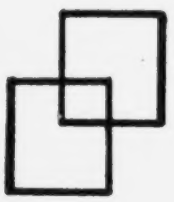
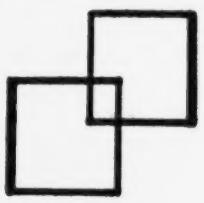
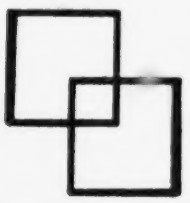
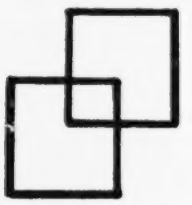
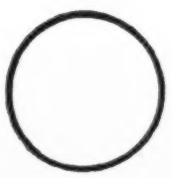
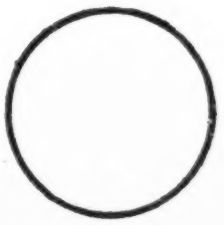
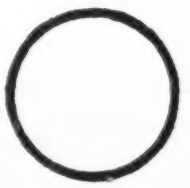
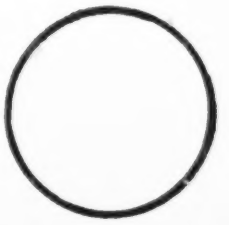
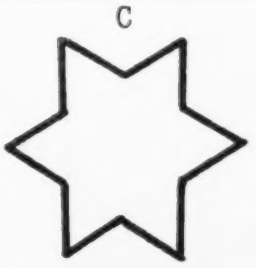
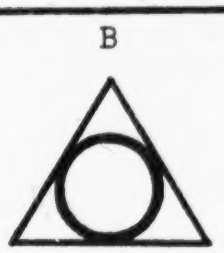
25.					

PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these is the biggest one."
"Maintenant, montre-moi lequel de ceux-ci qui est le plus grand."
"Ahora, muéstrame cual de éstos que es el más grande."

Ex.	A 	B 	C 	D 
26.	A	B	C 	D
27.	A	B 	C	D
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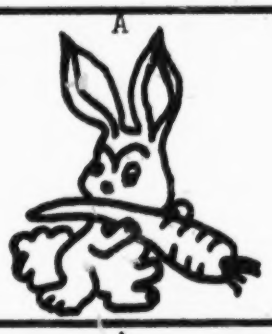
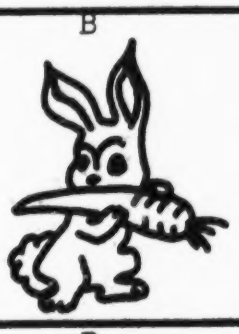
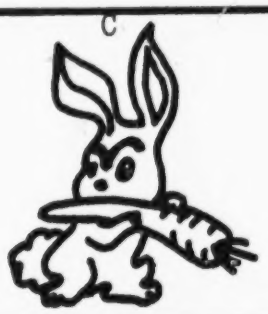
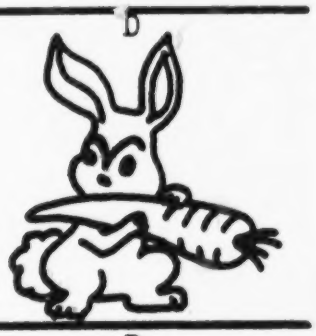
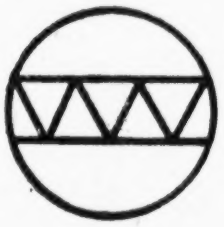
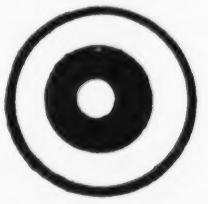
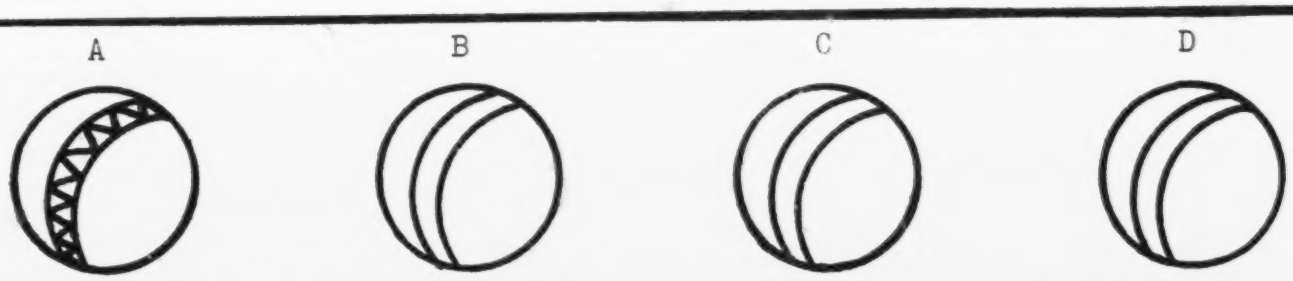
29.	A 	B 	C 	D 
30.	A 	B	C 	D

PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these does not look like the others."
"Maintenant, montre-moi lequel de ceux-ci qui n'est pas comme les autres."
"Ahora, muéstrame cual de éstos que no es semejante a los otros."

Ex.

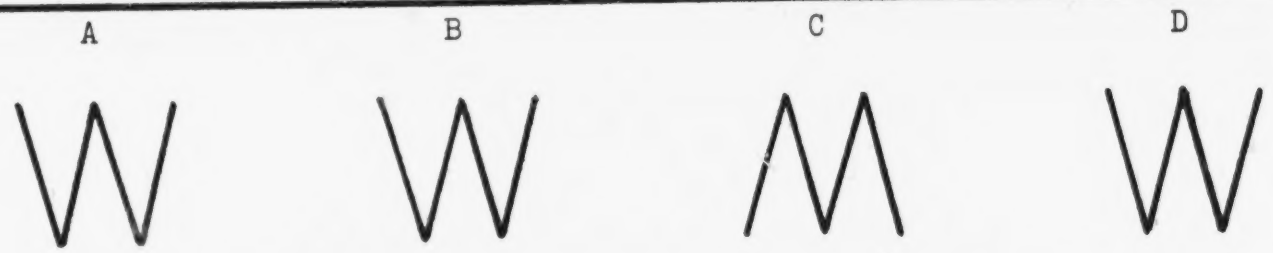
31.



32.

33.

34.

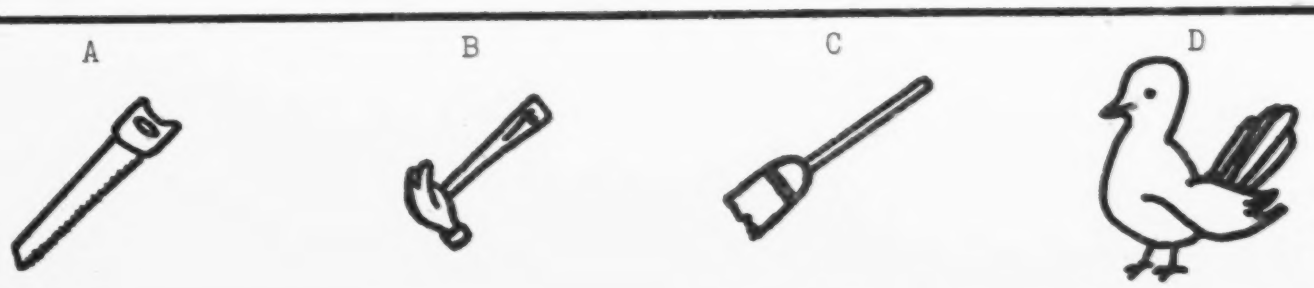


35.

PART II: DIFFERENCES: Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others."
"Trois de ceux-ci sont du même genre. Un ne l'est pas. Montre-moi lequel qui ne l'est pas."
"Tres de éstos son de mismo género. Uno no lo es. Muéstrame el que no lo es."

Ex.

36.

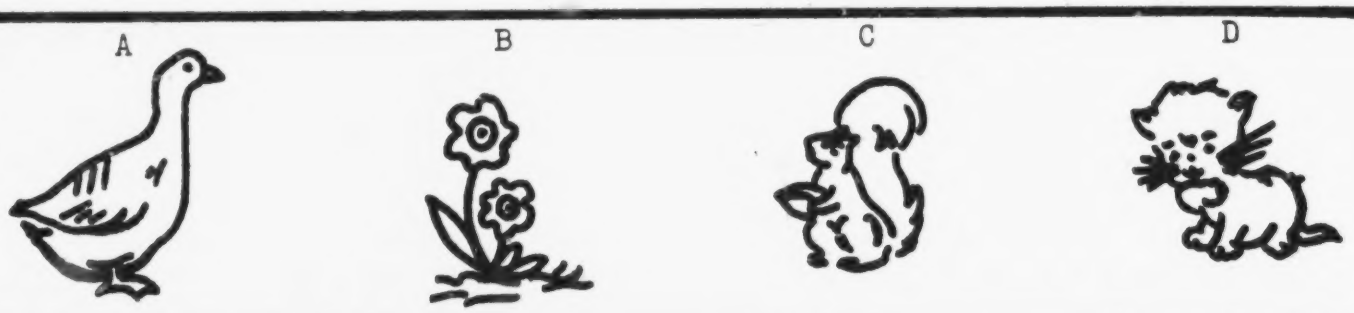


37.

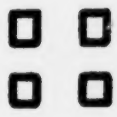
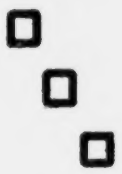
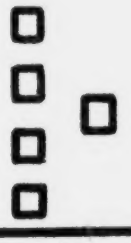
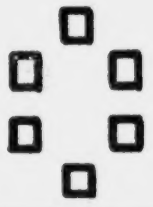
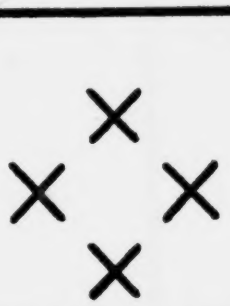
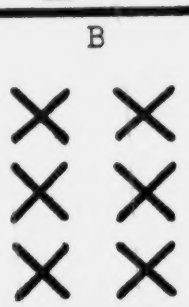
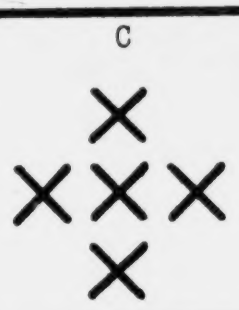
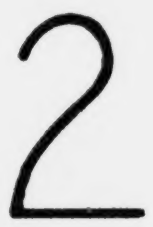
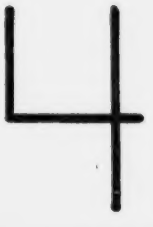
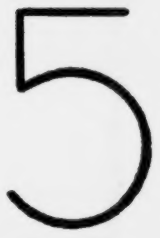
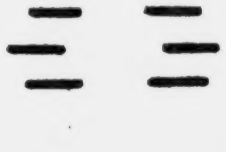
38.

39.

40.



PART III: NUMERICAL ANALOGIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that has the same number as this one."
"Maintenant, montre-moi celui ici qui a le même numéro que celui-ci."
"Ahora, muéstrame el aquí que tiene el mismo número que éste."

		A	B	C	D
Ex.					
41.					
42.					
43.					
44.					
45.					

PART IV: MISSING PARTS: Point to the picture on the left and say, "Now, point to the one over here" (gesture toward items on right) "which belongs to this one."
"Maintenant, indique celui ici qui appartient à celui-ci."
"Ahora, señala el aquí que pertenece a éste."

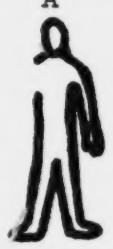
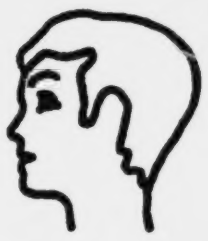
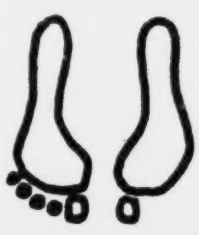
		A	B	C	D
Ex.					
46.					
47.					
48.					
49.					
50.					

TABLE A

MEAN, MEDIAN, Q_3, Q_1, Q, STANDARD DEVIATION, AND PERCENTILE RANKS FOR CHILDREN IN FORM A NORMING GROUP

Measurement	AGES							
	6-7 up	6-1:6-6	5-7:6-0	5-1:5-6	4-7:5-0	4-1:4-6	4-0 down	TOTAL
Mean	35.69	36.88	34.36	33.04	29.30	28.02	25.54	33.61
Median	35.89	37.37	33.65	34.32	30.24	27.50	25.25	35.45
Q_3	41.81	42.73	40.95	39.54	36.16	34.59	31.83	42.83
Q_1	30.55	31.42	28.71	27.23	24.77	21.70	19.83	28.49
Q	5.63	5.65	6.14	6.15	5.69	6.34	6.00	7.17
Stand. Dev.	7.97	7.97	8.48	8.49	8.22	8.64	8.05	8.61
Percentile Ranks (Class Intervals)								
49-51	99.84	99.57	99.47	99.94	99.99	99.99	99.94	99.93
46-48	96.24	95.84	97.61	98.50	99.74	99.61	99.94	98.01
43-45	89.04	86.25	91.00	94.19	97.76	98.43	99.94	92.34
40-42	78.00	73.69	80.45	85.56	91.91	93.31	98.55	82.89
37-39	64.32	58.86	68.85	74.81	85.64	88.98	97.16	71.96
34-36	53.04	46.09	56.09	63.00	76.35	83.86	90.22	60.45
31-33	37.68	32.98	42.63	50.75	64.49	71.26	81.89	47.58
28-30	24.72	21.32	30.39	37.63	51.24	61.42	69.40	35.10
25-27	15.36	14.49	19.95	25.75	36.97	50.00	62.46	24.48
22-24	9.36	7.45	12.53	17.31	23.82	38.58	45.80	15.72
19-21	4.56	4.00	7.48	10.56	14.87	24.02	31.92	9.48
16-18	2.88	1.93	3.13	5.25	8.00	14.57	19.43	4.83
13-15	.72	.35	1.68	2.13	3.78	5.12	8.33	2.01
10-12	.24	.21	.58	.56	1.46	2.76	5.55	.77
7- 9		.07	.17	.06	.34	.79	4.16	.21
4- 6		.07	.06		.17			.06
1- 3		.07						.015
Number in Group	416	1443	1715	1599	1163	254	72	6662

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
Form A ~~and B~~

ANSWER SHEET (Make No Marks on the Test Itself. Record all of the child's answers here.)

Child's Name _____ Name of Center _____

Child's Age _____ Location of Center _____
(years) (months) (birthdate) (town) (state) (zip)

Child's Race _____ Population Density _____
(rural or urban)

Child's Sex _____

Date of Test Administration _____ Name of Test Administrator _____

Official Capacity _____

Child's Score _____ Percentile Rank _____

PART I: SIMILARITIES

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D

PART II: DIFFERENCES

16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D

PART III: NUMERICAL ANALOGIES

41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D

PART IV: MISSING PARTS

46. A B C D
47. A B C D
48. A B C D
49. A B C D
50. A B C D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
Form A ~~and B~~

ANSWER SHEET (Make No Marks on the Test Itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (state) (zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES

1. A C D
2. A C D
3. B C D
4. A B D
5. A C D
6. A C D
7. A B C
8. A B C
9. A B C
10. A B C
11. A B D
12. A C D
13. A B D
14. A B D
15. A B D
16. A B C
17. A B C
18. A C D
19. A B C
20. A C D
21. A B D
22. A B D
23. A C D
24. A B D
25. A B D

PART II: DIFFERENCES

26. A B D
27. A B C
28. A B D
29. A B C
30. B C D
31. B C D
32. A C D
33. B C D
34. A B D
35. A B D
36. A B C
37. A C D
38. A B C
39. A B D
40. A C D

PART III: NUMERICAL ANALOGIES

41. A B D
42. B C D
43. B C D
44. A C D
45. A C D

PART IV: MISSING PARTS

46. A B D
47. A B D
48. B C D
49. A B C
50. B C D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

FINAL REPORT
PROJECT NO. 9-F-017
GRANT NO. OEG-6-9-009017-0059 (010)

DEVELOPMENT OF A READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN IN THE UNITED STATES

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
FORM B

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Maryville, Missouri 64468

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Education, and Welfare

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TM 000 397

DIRECTIONS FOR ADMINISTERING THE TEST

For best results, take the child to a room where you will have his undivided attention and explain that you are going to play a new game with him. To avoid distraction, use a blank sheet of paper to keep covered all of the items except the one which you are showing the child. Be sure that he understands directions, but do not help him with the test items. An example is given for each sub-test; it should be used to determine whether or not the child understands what is expected of him. Do not deviate from the instructions. When the child indicates his choice of answers, encircle on his answer sheet the capital letter which corresponds to his choice. Scoring may be done later with the scoring stencil provided with the test.

PART I: LIKENESSES OR SIMILARITIES (Items 1-25)

Specific instructions are given at the beginning of the sub-test. The test administrator should point first to the picture on the left, then to those on the right while asking the child to indicate which one is just like the one on the left.

PART II: DIFFERENCES (Items 26-40)

This sub-test has three different parts. Each part has its own directions at the top of the page. The first part, items 26-30, deals with the concept of size. The child is expected to select the smallest one of the four pictures presented. The second part, items 31-35, deals with differences. Three of the pictures in each item are alike; the child is directed to select the one which is not like the others. The third part, items 36-40, deals with a more difficult concept. In each item, three of the pictures belong together; the child is asked to select the one which does not belong with the others.

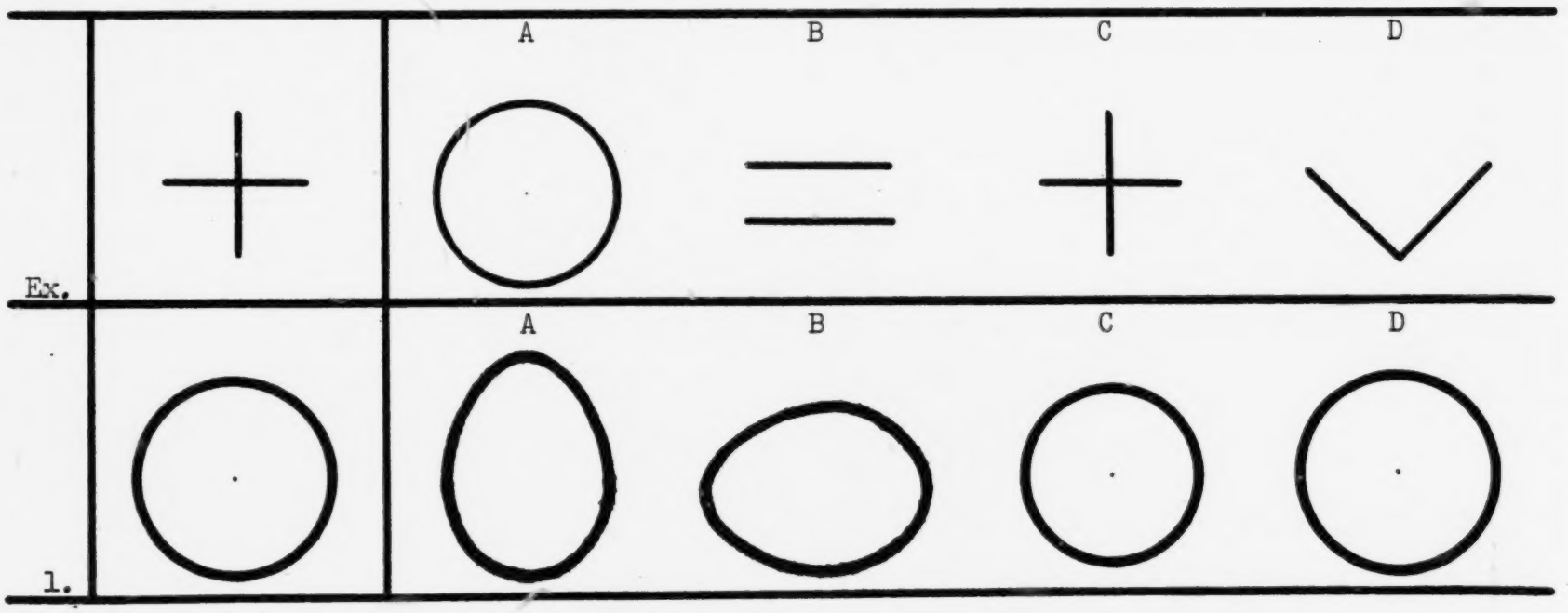
PART III: NUMERICAL ANALOGIES (Items 41-45)

This sub-test deals with number concepts. Arrangements of pictures are different, but for each item one alternative contains the same number of objects as the one on the left. Pointing to the picture on the left, the test administrator should ask the child to indicate the picture on the right which contains the same number of objects.

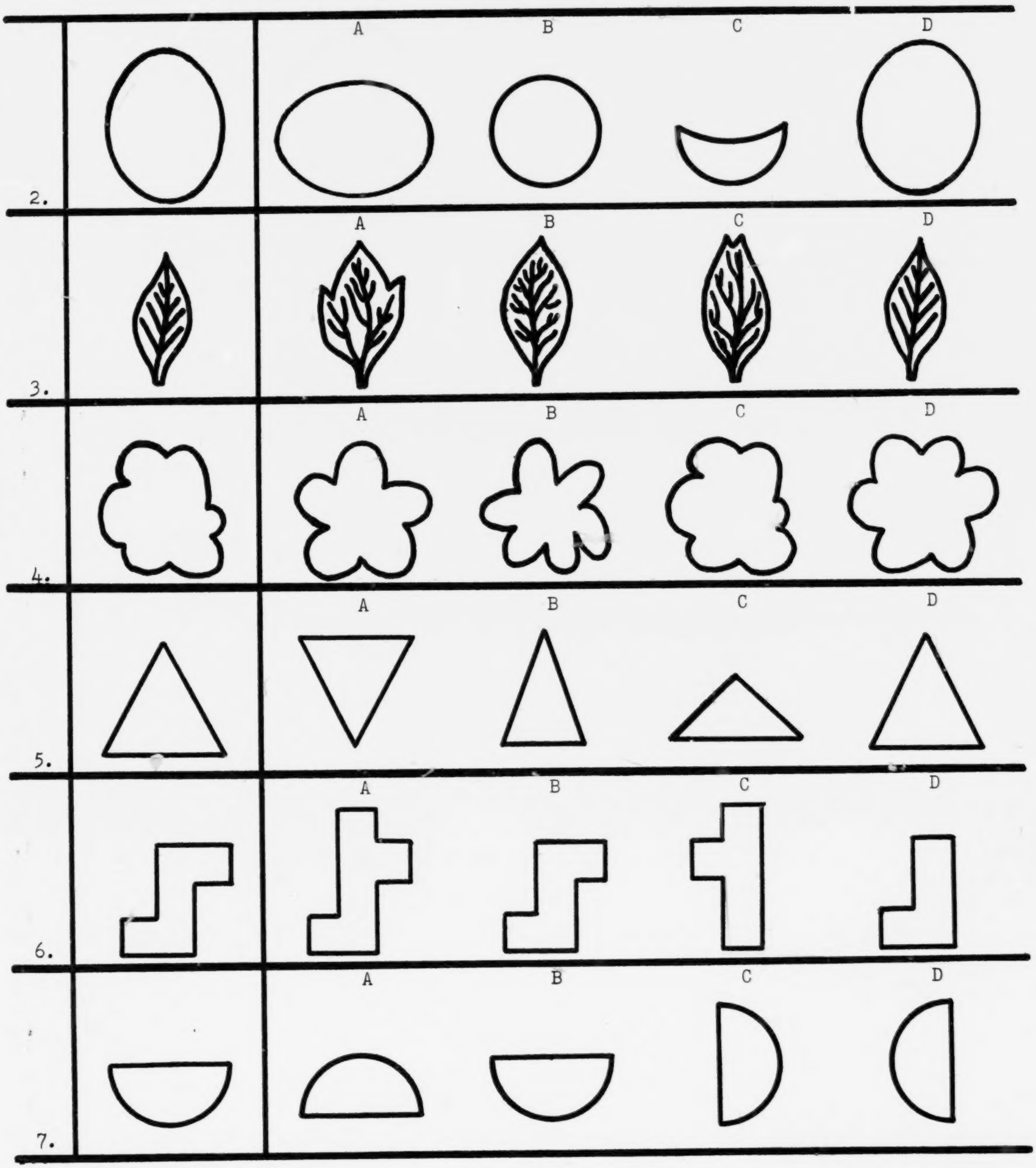
PART IV: MISSING PARTS (Items 46-50)

In this sub-test the child is expected to choose from four pictures the one which will make a complete object of the picture on the left. The test administrator should point to the incomplete object on the left and ask the child to indicate the one on the right which belongs to it.

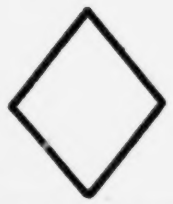
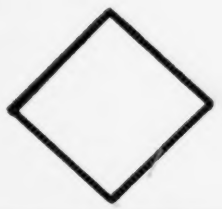
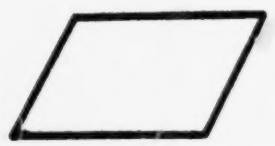
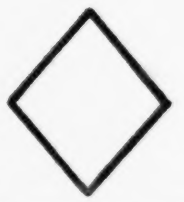
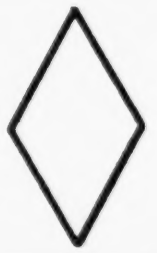
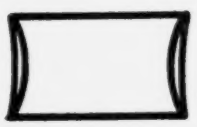
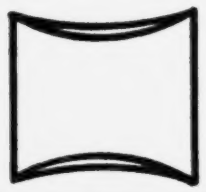
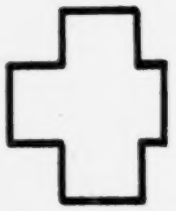
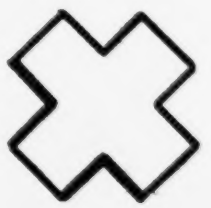
PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici qui est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."



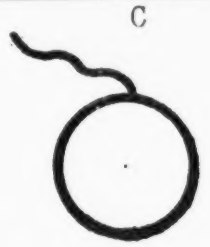
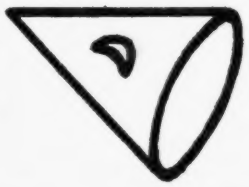
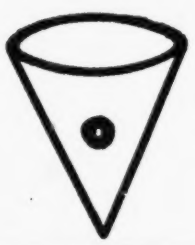
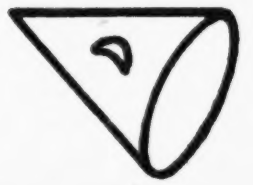
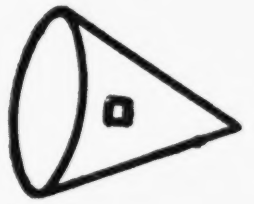
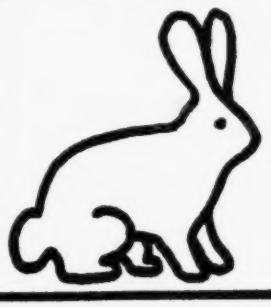
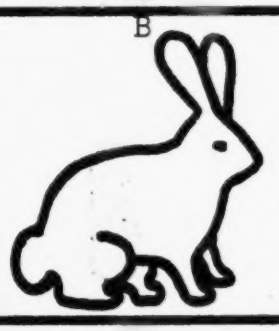
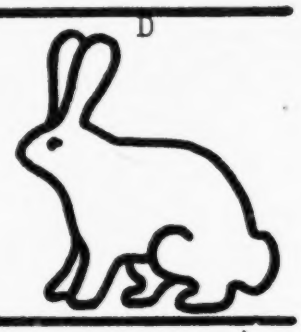
PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora,muéstrame el aquí que es muy semejante a éste."



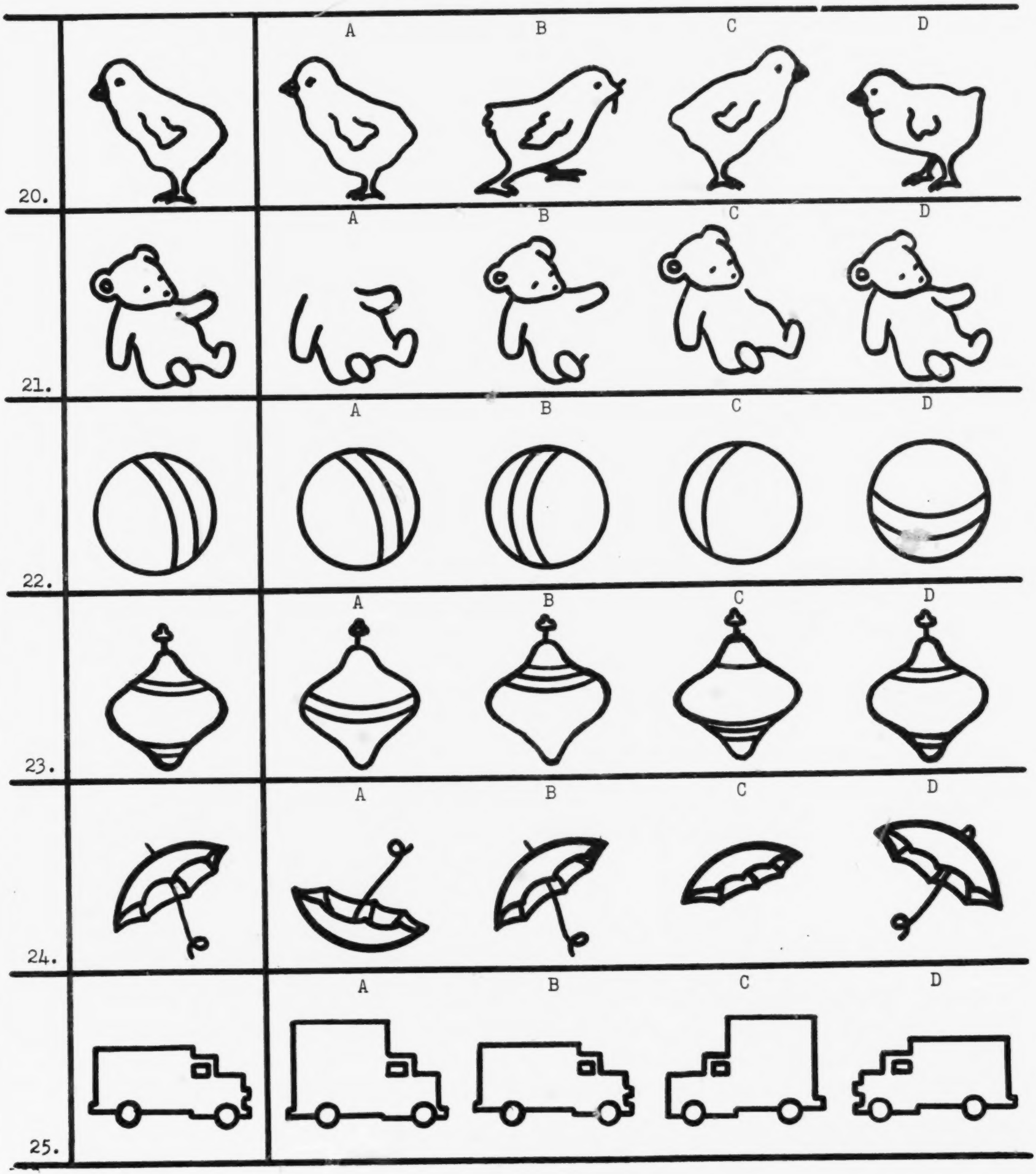
PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here"(gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora,muéstrame el aquí que es muy semejante a éste."

		A	B	C	D
8.					
9.					
10.					
11.					
12.					
13.					

PART I: SIMILARITIES: Point to the picture on the left and say, "Now show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora,muéstrame el aquí qui es muy semejante a éste."

		A	B	C	D
14.					
15.					
16.					
17.					
18.					
19.					

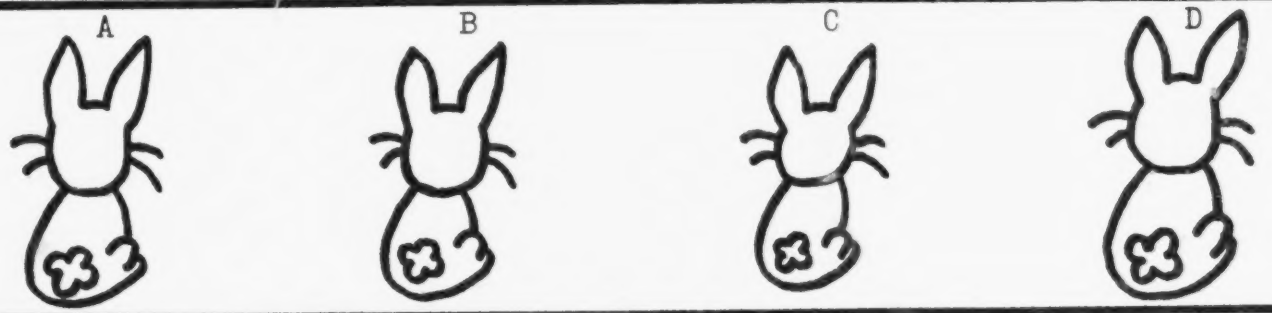
PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."



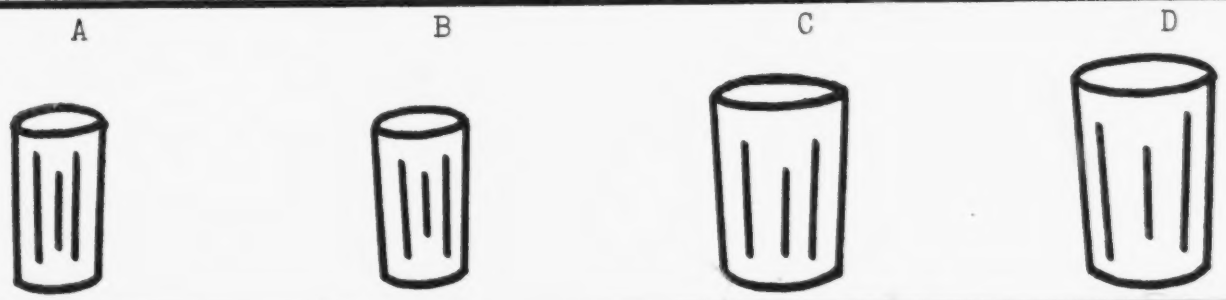
PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these is the smallest one."
"Maintenant, montre-moi lequel de ceux-ci qui est le plus petit."
"Ahora, muéstrame cual de éstos que es el más pequeño."

Ex.

26.



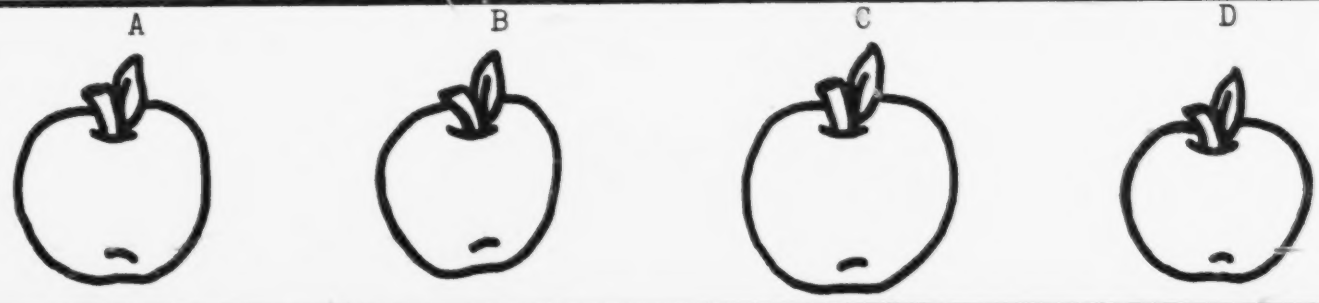
27.



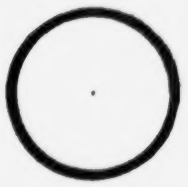
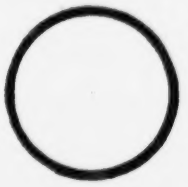
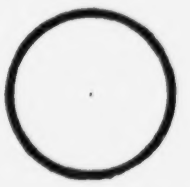
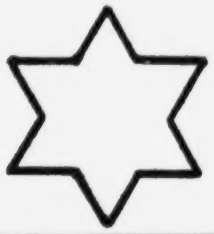
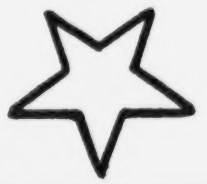
28.

29.

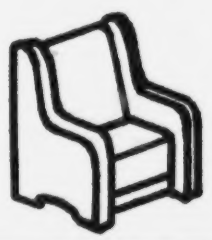
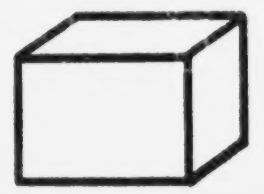
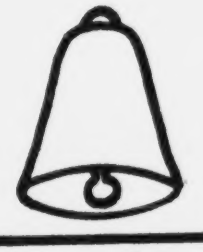
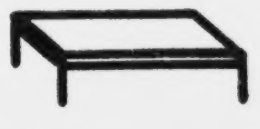
30.



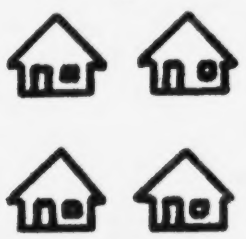
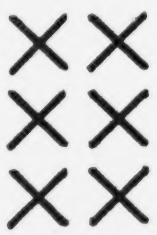
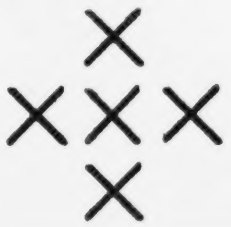
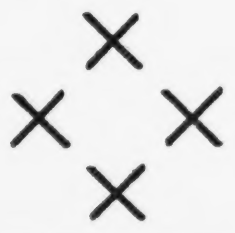
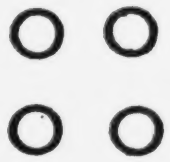
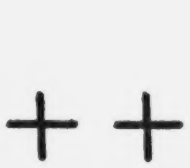
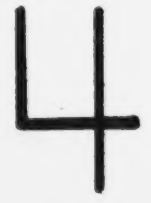
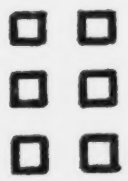
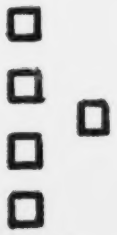
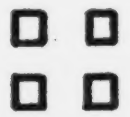
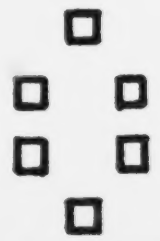
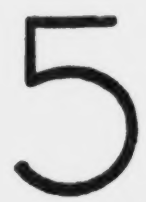
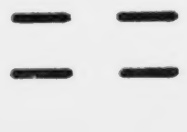
PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these does not look like the others."
"Maintenant, montre-moi lequel de ceux-ci qui n'est pas comme les autres."
"Ahora, muéstrame cual de éstos que no es semejante a los otros."

	A	B	C	D
Ex.				
31.				
32.				
33.				
34.	bed	bed	red	bed
35.	Mow	Mow	Wow	Mow

PART II: DIFFERENCES: Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others."
"Trois de ceux-ci sont du même genre. Un ne l'est pas. Montre-moi lequel qui ne l'est pas."
"Tres de éstos son de mismo género. Uno no lo es. Muéstrame el que no lo es."

	A	B	C	D
Ex.				
36.				
37.				
38.				
39.				
40.				

PART III: NUMERICAL ANALOGIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) "that has the same number as this one."
"Maintenant, montre-moi celui ici qui a le même numéro que celui-ci."
"Ahora, muéstrame el aqui que tiene el mismo número que éste."

		A	B	C	D
Ex.					
41.					
42.					
43.					
44.					
45.					

PART IV: MISSING PARTS: Point to the picture on the left and say, "Now, point to the one over here" (gesture toward items on right) "which belongs to this one."
"Maintenant, indique celui ici qui appartient à celui-ci."
"Ahora, señala el aquí que pertenece a éste."

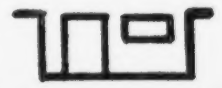
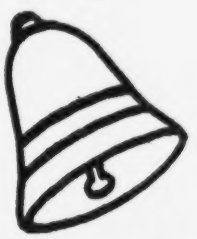
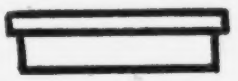
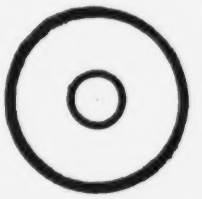
		A	B	C	D
Ex.					
46.					
47.					
48.					
49.					
50.					

TABLE B

MEAN, MEDIAN, Q_3, Q_1, Q, STANDARD DEVIATION, AND PERCENTILE RANKS FOR CHILDREN IN FORM B NORMING GROUP

	AGES							
Measurement	6-7 up	6-1:6-6	5-7:6-0	5-1:5-6	4-7:5-0	4-1:4-6	4-0 down	TOTAL
Mean	40.51	41.10	38.98	37.20	34.50	30.72	28.82	38.23
Median	41.89	42.52	40.29	38.19	34.91	32.44	30.07	39.50
Q_3	46.51	46.17	45.11	43.99	40.89	38.49	36.07	44.94
Q_1	35.20	36.66	33.97	31.60	28.66	24.85	24.71	32.71
Q	5.65	4.75	5.57	6.19	6.11	6.82	5.68	6.11
Stand. Dev.	7.82	7.20	7.85	8.39	7.39	9.18	8.11	8.36
Percentile Ranks (Class Intervals)								
49-51	99.86	99.79	99.96	99.93	99.96	99.98	99.99+	99.62
46-48	86.64	86.79	91.69	94.45	98.12	97.06	99.99	91.55
43-45	67.94	68.17	77.11	81.99	90.61	94.14	98.00	77.47
40-42	52.68	49.78	60.78	67.99	80.47	88.87	96.00	62.63
37-39	39.22	36.33	45.99	55.88	70.20	79.52	92.00	49.82
34-36	28.73	24.32	34.21	42.34	57.29	66.07	88.00	37.61
31-33	20.06	16.95	23.27	30.95	43.46	54.96	72.00	27.22
28-30	11.63	9.80	15.14	21.53	32.00	40.93	54.00	18.47
25-27	6.16	5.55	8.69	13.72	20.55	32.74	38.00	11.53
22-24	3.88	2.51	5.54	8.97	11.06	23.97	24.00	6.96
19-21	2.51	1.37	2.87	5.11	6.19	16.37	20.00	4.04
16-18	1.37	.53	1.54	2.24	3.03	8.77	14.00	1.98
13-15	.456	.23	.35	.81	1.45	3.51	6.00	.74
10-12		.15	.14	.27	1.05	1.17	2.00	.34
7- 9		.076	.14		.53	.58	2.00	.17
4- 6					.39	.58	2.00	.11
1- 3								
Number in Group	438	1313	1426	1114	759	171	50	5271

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
Form ~~A and~~ B

ANSWER SHEET (Make No Marks on the Test Itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (state) (zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D

PART II: DIFFERENCES

26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D

PART III: NUMERICAL ANALOGIES

41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D

PART IV: MISSING PARTS

46. A B C D
47. A B C D
48. A B C D
49. A B C D
50. A B C D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN
Form ~~A and~~ B

ANSWER SHEET (Make No Marks on the Test Itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (state) (zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES

1. A B D
2. A B C
3. A B C
4. A B D
5. A B C
6. A C D
7. A C D
8. A B D
9. A C D
10. B C D
11. A B C
12. A C D
13. A C D
14. A B C
15. A C D
16. B C D
17. A B C
18. A B D
19. A C D
20. B C D
21. A B C
22. B C D
23. A B C
24. A C D
25. A C D

PART II: DIFFERENCES

26. A B D
27. A C D
28. A B D
29. A B D
30. A B C
31. A B C
32. A C D
33. A C D
34. A B D
35. A B D
36. A B C
37. B C D
38. A B D
39. A C D
40. A B C

PART III: NUMERICAL ANALOGIES

41. A B C
42. B C D
43. B C D
44. A B C
45. A C D

PART IV: MISSING PARTS

46. A B C
47. A C D
48. A C D
49. A B D
50. A B D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.